

BRSU Reading Curriculum
Vocabulary

Grade Level	GE 5 : Vocabulary Strategies and Breadth of Vocabulary	GE 6 : Vocabulary Strategies and Breadth of Vocabulary
K	<p>Identifies the meaning of unfamiliar words by...</p> <ul style="list-style-type: none"> • Using strategies to unlock meaning (e.g., activating prior knowledge, using context clues, or asking questions during read-alouds) 	<p>Shows breadth of vocabulary knowledge, demonstrating understanding of word meanings or relationships by...</p> <ul style="list-style-type: none"> • Identifying synonyms and antonyms (e.g., “big/large”; “hot/cold”) to connect new words to known words • Organizing words by category (e.g., sorting pictures or objects into groups) • Demonstrating knowledge of basic concepts (i.e., common words that describe position in space and time, such as “over,” “between,” “after,” “behind”)
1	<p>Identifies the meaning of unfamiliar words by...</p> <ul style="list-style-type: none"> • Using strategies to unlock meaning (e.g., activating prior knowledge, using context clues, or asking questions during read-alouds <u>or text reading</u>) 	<p>Shows breadth of vocabulary knowledge, demonstrating understanding of word meanings or relationships by...</p> <ul style="list-style-type: none"> • Identifying synonyms and antonyms to connect new words to known words • <u>Describing words in terms of categories</u> (e.g., “A mallard is a kind of duck”), <u>functions</u> (e.g., “Scissors are used for cutting”), or <u>features</u> (e.g., “A rectangle has four sides”)
2	<p>Identifies the meaning of unfamiliar words by...</p> <ul style="list-style-type: none"> • Using strategies to unlock meaning (e.g., <u>using knowledge of word structure</u>, including common base words and suffixes, such as “thick-est,” “hope-ful”; or context clues, <u>including illustrations and diagrams</u>; or prior knowledge) 	<p>Shows breadth of vocabulary knowledge, demonstrating understanding of word meanings or relationships by...</p> <ul style="list-style-type: none"> • Identifying synonyms, antonyms; or <u>categorizing words</u> • Describing words in terms of categories, functions, or features • Selecting appropriate words to use in context, including words specific to the content of the text

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3	<p>Identifies the meaning of unfamiliar words by...</p> <ul style="list-style-type: none"> • Using strategies to unlock meaning (e.g., using knowledge of word structure, including <u>prefixes/suffixes</u> and base words, such as “uncovered”; or context clues; or <u>other resources, such as dictionaries, glossaries</u>; or prior knowledge) 	<p>Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings or relationships by...</p> <ul style="list-style-type: none"> • Identifying synonyms, antonyms, <u>homonyms</u>: (homophones: e.g., hare and hair, night and knight and homographs e.g. read (present tense) and read (past tense) and live (alive) and live (in a house); or categorizing words • Describing words in terms of categories, functions, or features • Selecting appropriate words to use in context, including content-specific vocabulary (e.g., “predator/prey”), <u>or words with multiple meanings</u>)
4	<p>Identifies the meaning of unfamiliar words by...</p> <ul style="list-style-type: none"> • Using strategies to unlock meaning (e.g., using knowledge of word structure, including prefixes/suffixes and base words, such as “uncovered”; or context clues; or other resources, such as dictionaries, glossaries; or prior knowledge) 	<p>Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings or relationships by...</p> <ul style="list-style-type: none"> • Identifying synonyms, antonyms, homonyms/homophones, or <u>shades of meaning</u> EXAMPLE (of <u>shades of meaning</u>): “cold,” “freezing” • Describing words in terms of categories, functions, or features • Selecting appropriate words to use in context, including content-specific vocabulary, words with multiple meanings, or <u>precise vocabulary</u> EXAMPLE (precise vocabulary): “In this passage, the bear could best be described as acting: (A) excited (B) playful (C) harmful (D) curious”

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5	<p>Identifies the meaning of unfamiliar words by...</p> <ul style="list-style-type: none"> • Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words; or context clues; or other resources, such as dictionaries, glossaries; or prior knowledge) 	<p>Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings or relationships by...</p> <ul style="list-style-type: none"> • Identifying synonyms, antonyms, homonyms/homophones, or shades of meaning EXAMPLE (of shades of meaning): “tired”, “exhausted” • Describing words in terms of categories, functions, or features • Selecting appropriate words <u>or explaining the use of words in context</u>, including content-specific vocabulary, words with multiple meanings, or precise vocabulary EXAMPLE (multiple meanings): Students explain the intended meanings of words found in text—“Based on the way ‘spring’ is used in this passage, would having a ‘spring’ be necessary for survival? Explain how you know.”
6	<p>Identifies the meaning of unfamiliar words by...</p> <ul style="list-style-type: none"> • Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words; or context clues; or other resources, such as dictionaries, glossaries, <u>thesauruses</u>; or prior knowledge) 	<p>Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings or relationships by...</p> <ul style="list-style-type: none"> • Identifying synonyms, antonyms, homonyms/homophones, shades of meaning, or <u>simple analogies</u> EXAMPLE (simple analogy): “parent is to child as cat is to kitten – parent : child as cat : kitten” • Describing words in terms of categories, functions, or features • Selecting appropriate words or explaining the use of words in context, including content-specific vocabulary, words with multiple meanings, or precise vocabulary

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7	<p>Identifies the meaning of unfamiliar words by...</p> <ul style="list-style-type: none"> • Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes, base words, <u>common roots, or word origins</u>; or context clues; or other resources, such as dictionaries, glossaries, thesauruses; or prior knowledge) <p>EXAMPLE (of common root): inspection (in - <u>spec</u> - tion)</p>	<p>Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings or relationships by...</p> <ul style="list-style-type: none"> • Identifying synonyms, antonyms, homonyms/homophones, shades of meaning, or <u>analogies</u> EXAMPLE (analogy): “map : locate as recipe : cook” • Describing words in terms of categories, functions, or features • Selecting appropriate words or explaining the use of words in context, including content-specific vocabulary, words with multiple meanings, or precise vocabulary
8	<p>Identifies the meaning of unfamiliar words by...</p> <ul style="list-style-type: none"> • Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes, base words, common roots, or word origins; context clues; other resources, such as dictionaries, glossaries, thesauruses; or prior knowledge) 	<p>Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings or relationships by...</p> <ul style="list-style-type: none"> • Identifying synonyms, antonyms, homonyms/homophones, shades of meaning, analogies, <u>or word origins, including words from other languages that have been adopted into our language</u> EXAMPLE (of word origin from other language): “d��j�� vu” • Selecting appropriate words or explaining the use of words in context, including content-specific vocabulary, words with multiple meanings, or precise vocabulary